Additional Exercises for the SLIC Workshop

Sustainable Learning in the Community II

Valuing older people's skills and experience

Partner Overview

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Introduction

This tool-kit is a supplement to the SLIC Handbook and contains additional exercises for the SLIC Workshop which were developed during the SLIC II project. Within the peer facilitator training they can be used by the trainer for DAY1 and DAY2 of the peer facilitator training, which is a run-through of the SLIC Workshop. They can also be used by the peer facilitator trainees to plan their trial workshops. Some of the exercises in this document are adapted and simplified exercises from the SLIC Handbook which are designed to meet the needs of certain groups. Some exercises were simplified and modified, e.g. to cater to people who are not used to writing.

These additional exercises are structured along the lines of the SLIC Handbook (www.slic-project.eu).

1. Additional exercises for "Introducing the Workshop and Icebreakers" (Chapter 4 SLIC Handbook)

In the following a collection of icebreakers and energisers used within the SLIC II trainings and trial workshops are highlighted. Within the SLIC Handbook it is suggested that the icebreakers are run after introducing the workshop. However, it can also be conducive to group dynamics to run one or two icebreakers first before introducing the workshops aims.

Some participants may feel that these exercises are childish or useless. However, it has become clear in practice that these exercises improve group dynamics and create a lively atmosphere within a group.

Name of activity	Group mirror
Time	10 minutes
Objectives	- Introducing participants - Getting to know each other - Remembering participant's names
Resources	Pinboard, pinboard paper or two flip charts
How to run the activity	On pinboard paper or two flip charts stuck together, prepare a table with 3 columns and a line for each participant. The columns can for example, be called "Name", "Retired/Still working" and "My Favourite Activities". These categories can be changed but should always contain the name and some personal information about the participants. Each participant, when they enter the room, is invited to fill in the table. The table can be used as a basis of an introduction round. This list, which is the "group mirror" should be placed somewhere in the room for the first one or two days so that everyone has the chance to remember the names and other aspects of the participants.
Issues to consider	It is recommended that this exercise is conducted shortly before the start of any training/session, e.g. while participants are coming in. This can give those who are there earlier something to do.

Name of activity	**Speaking mill**
Time	25 minutes
Objectives	- To get to know each other - To start communicating with each other - To be able to talk to as many people as possible within the group - To introduce a topic
Resources	Enough chairs and space
How to run the activity	Arrange the chairs in two circles. A chair from the inner circle should always face one chair from the outer circle to enable two people to face each other directly. Participants take a seat. Their task is to briefly introduce each other (name) and discuss two questions (see below). They have 4 minutes talking time. After 4 minutes the trainer gives the sign to change one's position. Those in the outer circle rotate clockwise and talk to the next person. When the circle is finished the exercise ends. **Questions can be, for example:** 1. What comes to your mind if you think of retirement? 2. What was the biggest success/challenge you have experienced with volunteer work? The questions can be changed according to the group and the topic of the workshop but people should be able to answer them in approximately 2 minutes per person.
Issues to consider	When choosing your questions, keep in mind that open questions encourage people to talk more than closed questions. For this exercise to be successful one needs to be very strict about the time. If people do not want to stop talking, remind them that they can continue in the next break and thus already know what to talk about! This exercise is based roughly on the idea of speed dating. This can be mentioned in the introduction to make clear what the idea behind this is.

Name of activity	They say about me
Time	25 Minutes
Objectives	- To get to know each other - To create hypotheses about each other's life - To laugh about true and false hypotheses together
How to run the activity	Form groups of 3 people each, ideally people who do not know each other and/or have not talked to each other yet. Two people then form hypotheses about the third person. These can concern e.g. his/her (former) professional background, favourite hobbies, family status including pets, and interests in a specific kind of voluntary work. For example "Tom is a teacher and likes climbing mountains" While the two participants are speaking about him or her, the 3rd person does not comment on any of the conjectures, just takes notes. After 5 minutes people change so that conjectures are discussed about the next person in the group. After 15 minutes people come back to plenary. Each person reports which theories have been formed about him or herself and explains which of these are true and which are not.
Issues to consider	Questions/ Issues to create hypotheses on should be related to the specific target group; thus, they can vary. The numbers of questions asked depend on the amount of time available for the exercise.
Background information	This exercise is very funny and brings up interesting details on hobbies, interests, etc. and thus might be a good basis for further common work.

Name of activity	Name game
Time	15 minutes
Objectives	Getting to know each other
How to run the activity	Have participants break up into groups of around 10 people.
	The person who starts needs to say his or her name along with a word which starts with the same letter. The facilitator may want to choose a specific area, for example, favourite food, skills or adjectives to describe yourself. The second person then says his or her adjective/food/skills along with his/her name and also what the person before that said. For example, if the second person in the circle is named Sara and the first is named Marcello: Sara would have to say: "Sara, Silent – Marcello, Modest". And so on until the last person has to say everyone's name and adjective.

Name of activity	Naming and moving
Time	15 minutes
Objective	To get to know the names of all participants.
How to run the activity	All the participants are standing in a circle and the facilitator of the game is in the middle of the circle. The facilitator starts to say his/her name and then one after another, without any particular order, all participants say their name. Everybody should try to memorize them.
	After all the participants have said their names, the facilitator says the name of somebody. He/she takes the place of the facilitator in the middle and says another name taking his/her place. This person in turn goes in the middle and says another name. The rhythm should be quick. People have to be attentive. The game continues until the facilitator decides to stop.

Name of activity	Magic box
Time	20 minutes
Objective	To get to know each other and to break the ice between the participants.
Resources	Box with a mirror at the bottom
How to run the activity	Each participant is asked to approach the box, take a look inside and say one nice thing about the person whose picture is inside the box, without revealing to the rest of the group who this person is. Once they look inside the box they will see their own reflection and so they have to say a nice thing about themselves. At the end of the activity, the facilitator could add that a lot of positive qualities exist in the group and that participants will have the chance to reveal those qualities during the training course.

Name of activity	Drill with names
Time	10 minutes
Objective	To get to know each other and to relax, memorizing names with small physical actions.
How to run the activity	All the participants stand in a circle. Each person says his/her name and makes a gesture while doing so. Next round, this is repeated, but before you say your name, you have to say the names of the others, and make the corresponding gesture.

Name of activity	Group massage
Time	5 minutes
Objective	To relax the group
How to run the activity	Ask the group to stand in a circle and turn sideways so that each person is facing the back of the person in front of them. People then massage the shoulders of the person in front of them.

Name of activity	Passing the rhythm
Time	5 minutes
Objective	To move and work together
How to run the activity	Participants sit in a circle. The facilitator establishes a rhythm; for example, clapping your thighs, clapping your hands together, then clapping your neighbour's hands. This rhythm is then passed around the circle. Once the rhythm is moving steadily through the group, try to speed it up. Once the group can do this, try inserting more rhythms into the circle so that several rhythms are being passed around the circle at the same time.

Name of activity	An orchestra without instruments
Time	5 minutes
Objective	To allow participants to work as a group
How to run the activity	Explain to the group that they are going to create an 'orchestra' without instruments. The orchestra will only use sounds that can be made by the human body. Players can use hands, feet, voice etc, but no words; for example, they could whistle, hum, sigh or stamp their feet. Each player should select a sound. Choose a well-known tune and ask everyone to play along, using the 'instrument' that they have chosen. Alternatively, don't give a tune and let the group surprise itself by creating a unique sound.

Name of activity	Going on a trip
Time	5 minutes
Objective	To encourage participants to relate to others.
How to run the activity	Everyone sits in a circle. Start by saying "I'm going on a trip and I'm taking a hug", and hug the person to your right. That person then has to say "I'm going on a trip and I'm taking a hug and a pat on the back", and then give the person on their right a hug and a pat on the back. Each person repeats what has been said and adds a new action to the list. Go round the circle until everyone has had a turn.

Name of activity	Expectations
Time	15 - 20 minutes
Objective	This could be used at the beginning of the SLIC Workshop: expectations are powerful, especially when you're teaching adults. Understanding your participant's expectations is key to your success.
Resources	A flip chart or white board, and markers
How to run the activity	Instructions: Write expectations at the top of a flip chart or white board. When it's time for participants to introduce themselves, explain that expectations are powerful, and that understanding them is key to the success of any class. Tell the group that you would like them to: Introduce themselves Share their expectations of the workshop Add a wild prediction of the best possible outcome should their expectations be met. Ask them to be as specific as possible, and encourage silliness or fun if you want. Example: Hi, my name is Deb, and I'm expecting to learn how to handle difficult or challenging people, and my wildest expectation is that if I knew how to do that, nobody would ever really annoy me again. **Debriefing:** State your objectives of the course, review the list of expectations which the group has made, and explain whether or not, and why, if not, their expectations will or won't be covered in the course.

Name of activity	**Power of story**
Time	Depends on the number of people and the time you allow for personal stories.
Objectives	Use for: Introduction to help participants in the "atmosphere" of sharing and valuing their own experience. This exercise gives everyone a chance to share their story, and helps to foster experience and memory (and SLIC aims to do this). This activity can be used at any time as an energiser and to make the environment more "personal"
Resource	None, but you must communicate with participants beforehand. They will need to bring a personal item related to your topic.
How to run the activity	Tell your participants, by email or in the info sheet, prior to their arrival at your peer facilitator training, to bring a personal item that is somehow related to their past. When it's time for peer facilitators to introduce themselves, explain that you want to recognise the life experiences and wisdom they bring to the group. Ask them to state their name, present the item they brought, and briefly explain to the group the story behind that item.
	Why did they choose it?
	What special memory does it have for them?
	What is its significance given your topic?
	Debriefing: Ask for a few volunteers to share any surprises they experienced as people shared their stories. Did anyone's item and story cause them to think differently about your topic?

Name of activity	**Two truths and a lie**
Time	15 – 20 minutes
Objective	Introductions or breaking during the peer facilitator training.
	This exercise has proved to generate a lot of laughs and helped the participants to work together very quickly.
Resource	None
How to run the activity	Tell the group that each person will introduce him/ herself by stating two truths about their life and one lie. The rest of the participants will guess which statement is the lie.
	Example: Hi, I'm Maria. My hair was almost to my waist in high school, I talked to Cher in an airport coffee shop and I speak four languages.

2. Additional exercise for "Creating a Skills Profile" (Chapter 5 SLIC Handbook)

Name of activity	Collection of competences
Time	75 minutes
Objectives	To collect individual competences
Resources	• A "Memory Map" for each participant (SLIC Handbook, p. 33) • The questionnaire below • Six pieces of flip chart paper, each with one semi-circle corresponding to one subject from the "Memory Maps" • Blank cards with a colour for each group
How to run the activity	• Each participant fills in a Memory Map individually • They then report their competences in plenary. • The trainer records the skills and competences on the cards and sticks them on the flip chart that corresponds to the respective area in the memory map. • The facilitator reads the questionnaire out to the group and each person who has that skills or competence makes a signal. The facilitator writes down the names of the persons who made a signal for each question. • After the questionnaire, participants are asked to separate into smaller groups. • In the smaller groups, the competences of each member (and, consequently, the group as a whole) are written on the group cards. The questionnaire and the names behind the questions can help to write the competences down. • Afterwards, the group cards are assigned to the subjects from the "Map of Memory" on the flip charts and pinned to the wall. The "Collection of Competences" is complete.
Issues to consider	• Use cards with different colours for each small group. • If you want to work with groups of volunteers who want to volunteer together as a small group please use the activity "Competence Flower" in addition to this exercise (see below) • Groups should be formed before the exercise
Background information	• This exercise is very helpful for people who have problems writing. • People tend to underestimate their abilities. By running the exercise this way, their seating neighbours might let them know if they think otherwise. • The facilitator needs to speak loudly and clearly. • People with hearing issues might have problems in understanding the questions.

Competence questionnaire

Language	Name
Language, Communication	
I am able speak or write English well.	
I am able to be creative with language (eg. Rhyme, telling stories, ...).	
I speak loudly and clearly.	
Professional Competences	**Name**
Numbers	
I am good at mental arithmetic.	
I am good at doing calculations on paper.	
I have special skills in the area of mathematical logic.	
Techniques and Handcraft	
I understand how technical equipment works.	
I do repair works (eg. Bike cycle).	
I am handy with tools.	
Creativity	
I like to do arts and crafts.	
I can draw or paint.	
I play an instrument.	
I like to sing.	
Media	
I know how to find information on the internet.	
I know how to get information at the library.	

Organisational Competences	*Name*
Organisational Competences	
1.1. Organisation	
I am an organised person.	
I can organise trips and parties.	
I keep an appointment- and work calendar.	
Presentation Skills	

I can speak freely in front of a group.	
I know how to use presentation techniques.	
Time	
I am punctual.	
I am able to divide my time well.	
Motivation	
I enjoy my work.	
I am able to motivate other people.	
Learning	
I enjoy learning something new.	
I can reproduce what I have learned (eg. Context of texts)	
Concentration / Persistence	
I am focused while working.	
I work on an assignment until it is done.	
Social Competences	*Name*
Social ability	
It is easy for me to start a conversation with strangers.	
I like to have people around.	
I am a good listener.	
I can make myself understood.	
Ability to work in a team	
I can carry out tasks together with others.	
I can work in a group and take responsibility.	
I can compromise.	
I can accept the decisions of the group.	

Ability to manage conflicts	
I can accept legitimate criticism.	
I apologise for my mistakes.	
I can forgive others.	
Assertiveness	
I can argue convincingly.	
I can voice and represent my opinions in a group.	
I can lead a group.	

Empathy	
I can empathise with others.	
I support weaker persons.	
I am generous to others.	
Personal Competences	**Name**
Own Talents	
I am able to find different solutions for problems.	
I have many creative ideas.	
I can improvise.	
Logical Thinking	
I can use something which I have just learned.	
I understand logical connections.	
I can solve riddles and puzzles.	
Self-reliance	
I can make my own decisions.	
I can assess the consequences of my decisions.	
Flexibility/ Adaptability	
I am open to new or unusual ideas.	
I am able to do more than one assignment at a time.	
I adapt well to changes.	
Dependability	
I am able to stick to a schedule.	

Others can rely on me.	
Mental stamina	
I can handle stress.	
I don't give up just because of a few problems.	
Even in stressful situation I am still able to smile.	
Sense of Responsibility	
I only promise something I know I can fulfill.	
What else am I good at?	

3. Between "Skills profile" and "Volunteering and Learning Opportunities" – New Exercises

Within the SLIC II project some new exercises were developed and tried out to link the session on skills profiles to the session on volunteering and learning opportunities. The session on "group competences" can be used when the aim of the SLIC Workshop is to define a project or activities which will be carried out in a group. The exercise on the exchange of volunteering activities highlights how certain skills and competences are necessary for certain areas of volunteering.

Name of activity	Group competences: Flower and profile
Time	App. 60 – 75 minutes
Objectives	• Prepare the participants to find out about common interests which will be the basis of a group action plan • Motivate the participants by emphasising their individual and group competences • Getting to know the skills and competences of the groups
Resources	• The results of the collection of individual competences • A group photograph • Worksheets 'group competences'
How to run the activity	• If the exercise on page 14 was done then each participant has cards with their individual skills and competences. These can be used for this exercise. If another type of skills profiling was used, ask participants to put their most important skills and competences on cards which are in the form of flower petals. • Ask each group to stick their cards with skills and competences around the group photograph on the flip charts. This collection should resemble a flower. • The flip charts with the competence flowers are distributed in the room and the small groups sit down in front of their flower. • Now they can think about ways of engaging in volunteer work in accordance to their competences. In order to do this, groups each receive the group competence profile (see below). They discuss these questions and fill in the sheet together. • The results of both activities are introduced in plenary.
Issues to consider	• Prior to the activity "Competence Flower", the "Collection of competences" activity has to be carried out. Use cards with different colours for each small group. • This activity is only useful if you have participants who would like to perform voluntary work in a group • The groups should have been formed beforehand.

Group competence profile

What do we like to do? – Activities and tasks

What can we do well? – Our skills and competences

Which skills and competences can we use together and how?

Volunteering and competences – trading volunteer activities

Name of activity	Trading our field of volunteering
Time	40 - 60 minutes
Objectives	- Describing one's own field of volunteering, with a focus on the required skills and competences - Getting to know other fields of volunteering, especially with a view to competence profiles - Matching personal competence profiles with required competences
Resources	Tables in a coffee house setting for the interview in pairs, circle of chairs for plenary, flip chart paper
How to run the activity	- People coming from different fields of volunteering form pairs - Each person gives a short description of his/her field of volunteering to motivate the other for a fictitious change - Then participant A interviews participant B with respect to participant A's voluntary activity along the following questions: - Which competences do you have for this (my) voluntary work? - Which further competences do you need for this (my) voluntary work? - Does this (my) voluntary work suit you? - Which opportunities could a new field of volunteering offer you? - At the end of the interview Participant B names two of his/her own competences, that he or she already has which are relevant to Participant A's voluntary work and two skills/competencies which he/she would still need to develop. - Then participant B interviews participant A along the same lines. - Each pair presents the results of the exercise and their personal impression of it in plenary.
Issues to consider	If a participant is not engaged as a volunteer, he/she can choose a past volunteer activity or another activity that he or she engages in.
Background information	This exercise is good fun and - allows interesting reflections on one's own experiences and interests and - allows participants to find out about different types of volunteering. An unexpected result of this exercise in Austria was that some people got really interested in volunteering in a new field.

4. Additional exercises for "Volunteering and Learning Opportunities" (Chapter 8 SLIC Handbook)

Within the SLIC II project it has become very clear how important the session on Volunteering and Learning Opportunities is for the whole course of the workshop. It has again proven to be very helpful to invite experts and/or volunteers from other organisations to give information on possible volunteer activities. Also, some new exercises were developed to show the relevance of volunteering.

Name of activity	**Balance of giving and getting in voluntary work**
Time	20-30 minutes
Objectives	- To make volunteering attractive for older people - To raise awareness that volunteering is a way of learning - To build self-confidence by pointing out that participants have already done some voluntary work
Resources	- Flipchart and markers - PC with internet connection
How to run the activity	- The trainer explains the definition of volunteering along the line of its three principles - unpaid, - doing something which aims to benefit the environment or someone (individuals or groups) other than oneself or one's close relatives, - must be a choice freely made by each individual. - The trainer then asks participants to think of activities they do / have done voluntarily. (The trainer should give them enough time to collect as many activities as possible.) The trainer writes the examples on the flipchart to demonstrate the various possibilities. - The flipchart paper is divided into two columns by the trainer and participants are asked to list what they have given and received during their voluntary activities. (The trainer encourages participants to consider all aspects, e.g. good feelings or new knowledge.) - Participants discuss the balance sheet in plenary while the trainer points out the positive side effects of volunteering. The trainer also highlights those elements which refer to acquiring new knowledge. - Finally the trainer can introduce local centres (if available) where participants can get more information on volunteering and find out about different volunteering opportunities.
Issues to consider	In each group there might be participants who have already done voluntary work. It is important to point out their activities but the trainer should focus on involving all participants and finding examples from their lives (e.g.: writing an official letter, doing the shopping for the neighbour). According to the definition of volunteering, participants can discuss what they think of the issue of giving help to close relatives and develop a common understanding on that.
Sources	http://www.onkentes.hu/cikkek/oenkentes-kozpontok-nagyvilagban

Name of activity	Loving the area where we live
Time	45-60 minutes
Objectives	- To strengthen the ties to the area where older people live - To raise awareness that voluntary work can be done for the local community - To feel responsibility for improving the immediate neighbourhood
Resources	- Pens and paper for those who ask questions and make notes - Flipchart and markers - PC with internet connection and if possible a projector

How to run the activity	• ***Participants work in small groups***
	Those participants who come from the same neighbourhood / district should work in one group. Group members choose one participant who asks questions and takes notes and somebody who will be the reporter (not necessarily the same person). The appointed participant asks all group members about the area where they live and lets them describe it in a couple of sentences. In the next round he/she asks two questions:
	    ○ Why do you like living there?
	    ○ What do you dislike? What kind of problems are there?
	• ***Summary of the small group work (in plenary)***
	Reporters summarise the results (causes of liking or disliking an area and list of problems). Trainer takes notes on the flipchart.
	• ***Possible solution for the listed problems (in plenary)***
	The trainer explains to the participants that problems can be solved on different levels. Participants try to identify those problems which can be solved on local level. Then participants identify those people who can be involved in solving the problems.
	• ***The trainer summarises the answers*** given for the question "Why do you like living there?" He/she points out that these are resources on which developments can be built for the benefit of the community.
	• ***The trainer informs participants about community services / offices*** if there are any in the area. They can turn to them if professional support is needed for local initiatives.

Issues to consider	- If possible, it is good to have several trainers who can join the small groups and can ask questions and take notes instead of the participants. - It is important to mention a communication rule: participants are not supposed to argue about other group members' personal feelings. It is natural that one person likes something while the other dislikes the same thing in one area. Sometimes, people like exaggerating problems and avoiding solutions. Trainer(s) should put effort into involving and engaging participants in solving problems.
Background information	To encourage participants to be active, the following questions might be helpful: Why do you like living here? Why do you not like living here? What kind of problems are there? What can you do to solve problems?

Name of activity	Map of venues where people meet and communication channels (publicity)
Time	45-60 minutes
Objectives	• To make participants aware of the importance of publicity and places where people meet regularly and exchange information • To support the use of local communication channels (publicity)
Resources	• Flipchart paper, markers • Copies of maps

How to run the activity	• The trainer asks participants to draw a draft map of their district or neighbourhood. (If there are more people from the same place they can work in pairs or in small groups.) Participants have to mark those places where people meet (e.g.: park, community centre, shop, bus stop, medical centre etc.).
	• The trainer asks participants to mark the following places with different colours:
	   o Places visited by a lot of people but just for a short time,
	   o Places visited by a lot of people who spend a lot of time there,
	   o Places visited by older people
	   o Places which are avoided by older people
	• The trainer asks participants to write down (next to the map) how they are informed about local news, events etc. Participants should be encouraged to collect a wide range of information channels and gives examples (for example from key persons to local radio and internet).
	• The trainer puts the maps on the wall so that participants can walk around and look at all the exhibited maps.
	• The trainer summarises the results in plenary and highlights typical meeting points which are visited / used by older people.
	• The following questions can be discussed in plenary:
	   o What's missing from their area? What can they do to change or improve it? Which channel would they chose to inform older people?

Issues to consider	• The trainer can prepare copies of maps beforehand if participants would find it difficult to draw their own. • The trainer can emphasise that the public map can be attached to the action plan (e.g.: places to find peers, activate people to solve a local problem, give information to older people etc.).

5. Additional exercises for "Creating an Action Plan" (Chapter 9 SLIC Handbook)

During the SLIC II project a host of new preparatory activities to create an action plan were developed and trialled. Also a new exercise to define goals was used.

Activity	Inventors and innovators
Time	20 minutes
Objectives	• To introduce the notion of change/innovation to the group • To explore the desire and ability to imagine/create/plan/design something new • To collate the group's reflections on people who make changes and make new things happen
Resources	PowerPoint presentation with web links to inventors (see www.slic-project.eu)
How to run the activity	• Group presentation: Facilitator introduces the notion of change /innovation through the ability/desire to imagine/create/plan/design something new (5mins) • Group presentation: Facilitator provides information about inventors and their background (5mins) • Group discussion: Opinions and reflections on the inventors - people who make new things happen (10mins)
Issues to consider	Facilitator encourages involvement of all participants to reflect on change and innovation
Background information	**Inventors** • The Wright brothers invented the airplane. They were bicycle mechanics. • Ladislao Biro invented the ballpoint pen. He was a printer's proofreader. • English clergyman G W Garrett and Irish schoolmaster P Holland made major advances in submarine design. • George Manby invented the fire extinguisher. He was a captain of militia. • Thomas Adams invented chewing gum. He was a glass merchant. • Pioneer of wireless communications Hedy Lamarr was an actress.

Activity	**Listing possible characteristics (of inventors)**
Time	20 minutes
Objectives	To produce a list of possible characteristics (of Inventors)
Resources	Flip chart paper, pens. Presentation
How to run the activity	- Small group exercise using flipchart paper to produce a list of characteristics/attributes/qualities of inventors - Collate and discuss these with the whole group - Categorise these using headings, creativity, attitude, characteristics - Engage in a reflective discussion on the headings
Issues to consider	List may not be exhaustive or group may create new headings
Background information	List possible characteristics (of Inventors) **Creativity** ability to imagine something new dream up new ideas build on existing ideas make time to think and create **Attitude** positive attitude embraces new ideas and change welcomes possibilities enjoys a challenge takes risks **General characteristics** motivated committed works to improve alters, refines and improves visualises alternatives likes progress determined accepts mistakes as learning points problem solver curious

Activity	De-clutter your life (Life's Laundry)
Time	20 minutes
Objectives	- To record personal characteristics/ attitudes in relation to undertaking something new. - Looking at positives vs negatives
Resources	Life's Laundry template, post-it notes. PowerPoint Slide
How to run the activity	**Individually** - Reflect on own positive and negative characteristics/ attitudes in relation to undertaking something new - Using the Life's Laundry template and post-it notes, record personal characteristics/attitudes - Identify what should be discarded and what should remain **In pairs** - Share discoveries
Issues to consider	Participants may view this as a first step to reviewing their life, commitments, relationships, learning. They may reflect further as an exercise at home.

POSITIVES - to keep

NEGATIVES - to go

Activity	**Mirror of me**
Time	20 minutes
Objectives	To allow participants to reflect and record their individual facets
Resources	'Mirror of Me' template
How to run the activity	**Individually** Using the template individuals define themselves recording their various roles, identities, passions and interests. **In pairs** Participants share their 'Mirror of Me' and start to discuss where they might want to plan changes
Issues to consider	List may not be exhaustive and group may create new headings or linkages
Background information	Who am I? Who would I like to be? What do I want to change?

My ROLES

My IDENTITIES

My PASSIONS

My INTERESTS

Activity	Changes for me
Time	20 minutes
Objectives	To allow participants to reflect and record their individual changes, needs, confidence levels and motivation
Resources	'Changes for Me' template
How to run the activity	**Individually** Using the template individuals define themselves recording the personal changes required, needs, confidence levels and motivation **In pairs** Participants share their 'Changes for Me' and start to discuss where they might want to plan changes
Issues to consider	List may not be exhaustive and group may create new headings or connections
Background information	Who am I? Who would I like to be? What do I want to change?

I need to change…   I need the confidence to…

I want to…   I am motivated to…

Activity	Goals and action plans
Time	20 minutes
Objectives	- To allow participants to plan out a personal goal - To trial the goal in pairs and share in fours
Resources	Goals and action plan template(s). Presentation
How to run the activity	**In pairs** • Using the template plan out a selected goal **In fours** • Share with another pair and discuss
Issues to consider	At home participants should set out a personal goal and Action Plan and share with the group in the next session (optional).
Background information	Suggested goals to trial: - use a digital camera - improve my computer skills - become a first aider - start a conversational Spanish class - join a walking club - start researching my family history - knit a sweater

Focus area	Current situation	GOAL	Measures of success	Actions required	Resources	Timing	Reward

6. Additional exercises for "Evaluation of First Day" (Chapter 6 SLIC Handbook) and "Evaluation and Closing" (Chapter 11 SLIC Handbook)

The following evaluation exercises can be used to evaluate the SLIC Workshops at the end of the day or at the very end in addition to those which can be found in the handbook.

Activity	Flashlight
Time	5-10 minutes
Objectives	To assess the level of satisfaction and general feeling of the participants after the first day
How to run the activity	The facilitator explains the objectives and asks the participants to explain in 2–3 words or in a single sentence how they feel at the moment with regard to their general satisfaction. They can also name the greatest pleasure (or the greatest problem) experienced in the course of the module or the day. A discussion is neither expected nor required. As with other exercises, the general mood of the participants will at once become obvious.
Issues to consider	The Flashlight approach is especially suited to be combined with another evaluation tool, or if time is scarce and the participants are anxious to end to the session.

Activity	**Timeline positions**
Time	5-10 minutes
Objectives	To find out how people feel and whether the day has gone well or if changes and adaptations are necessary
Resources	Poster with prepared statements, stickers, sticky notes, pens
How to run the activity	Create a poster with a couple of statements which refer to desired objectives, such as: "My ability to facilitate groups has improved …" Underneath this statement draw a "timeline" continuum and mark various positions from left to right: "not at all" – "poorly" – "to some degree" – "well" – "very well". Each participant gets one sticker for each statement. Explain the objectives of the activity and ask the participants to place the stickers on the continuum at the point which corresponds to their self-assessed development. Further comments can be written on sticky notes, which are placed next to the statements to which they refer or are discussed in plenary. The results are instantly obvious. An in-depth discussion will facilitate a deeper understanding of the issues under consideration, so that improvements to the concept can be realized in future.
Issues to consider	The indication of timeline positions is especially suitable if the aim is to measure an individual's learning progress.

Name of activity	**Mountain climbing**
Time	10-15 minutes
Objectives	To evaluate an activity or a session of the training
Resources	Flip chart, pens
How to run the activity 	Before the activity draw a picture or put a photo of a mountain on the flipchart. Divide it with three lines into 3 equal sections: Bottom, middle and top. The trainer asks participants to think about how far they have got in the previous activity or session and how much they have achieved, learned or understood. Each participant draws a climbing stickman on the mountain at the point where they think they are at the moment. After everybody has drawn their stickman, the group may discuss how much they have achieved so far, give reasons for where they put themselves and whether they are satisfied with their result.
Issues to consider	The trainer explains that participants do not have to be on the top yet, since the training has not ended.

Activity	**What will I take with me? What will I leave here?"**
Time	5-10 minutes
Objectives	To get an overview of the general feeling of participants and close the day
Resources	A poster with a drawing of a suitcase, backpack or briefcase, as well as a drawing of a waste paper basket (or blank space for grouping the aspects to be left behind), sticky notes, pens
How to run the activity	On a big sheet of paper (or on a black or white board) draw a suitcase, backpack or briefcase and write above it: "What will I take with me?" Next to it, either draw a wastepaper bin or leave some space and write: "What will I leave here?" Explain the objective of the activity is to assess which elements of the training were useful and helpful to participants (the elements they will take with them) and which elements participants felt would be less useful (the elements they will leave behind). Each participant receives sticky notes in two different colours (approx. 2–3 notes of each colour) and felt-tip pens to write on the notes. One colour is for those aspects of the training to take back with them, and the other is for those to leave behind. Participants are asked to fill in one aspect per sticky note. When participants are finished, they can either stick the notes on the poster themselves, or the trainer can collect them and put them on the poster. If possible, the trainer should cluster some of the answers according to themes. When everyone is finished, the trainer summarises the answers and participants are asked whether they would like to add or explain anything. Encourage participants to look at the poster in detail in the break or at the end of the workshop.
Issues to consider	This exercise can be helpful in making sure that any unpleasant experience can be left behind.